

2016-2018 INDUSTRY CLUSTER NAME Innovative Academy – the Next Generation of Early College High Schools

Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to May 30, 2018	
Application deadline:	5:00 p.m. Central Time, November 1, 2016	Place date stamp here: 2016 NOV - 1 PM 12:14
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>	
Contact information:	Lauren Dwiggins, lauren.dwiggins@tea.texas.gov; (512) 463-9581	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Weslaco ISD	108-913	Weslaco East High School/006	
Vendor ID #	ESC Region #	DUNS #	
74-6002548	01	076923143	
Mailing address	City	State	ZIP Code
P. O. Box 266	Weslaco	TX	78599-0266

Primary Contact

First name	M.I.	Last name	Title
Elizabeth		Alaniz	Staff Development Director
Telephone #	Email address		FAX #
(956) 969-6500	eaalaniz@wisd.us		(956) 969-2664

Secondary Contact

First name	M.I.	Last name	Title
Susie		Martinez	Grant Manager
Telephone #	Email address		FAX #
(956) 793-8303	mtz1985@gmail.com		(866) 600-0374

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Maria	F.	Leo	Superintendent
Telephone #	Email address		FAX #
(956) 969-6500	superintendent@wisd.us		(956) 969-2664

Signature (blue ink preferred)

Date signed

Dr. Maria F. Leo
Only the legally responsible party may sign this application.

10-27-16

701-16-108-018

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #1—General InformationCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)	<input type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include <ul style="list-style-type: none"> a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher-education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

14.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be an autonomous high school that meets one of the following criteria: a. Is located on a college or university campus b. Is a stand-alone high school campus near a college or university campus c. Is a small learning community within a larger high school that is near a college or university campus (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan)
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.
16.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be led by a principal or director who is 100% dedicated to the school.

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Currently, Weslaco East High School is designated as an Early College High School and is in its second year of implementation. Although the High School has an existing Memorandum of Understanding (MOU) with South Texas College (STC), the acquisition of this grant would allow Weslaco East High School to expand its existing partnership with STC and develop a new partnership with the University of Texas Rio Grande Valley (UTRGV). This new, and expansion of the existing partnership, will give Weslaco East High School the opportunity to develop new curriculum that is appropriately aligned to marketable skills in a high-demand Allied Health Career within the *Biotechnology and Life Sciences Industry Cluster*, as well as, have the opportunity to include industry recognized credentialing as part of the degree plan design.

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points) The district's designed program was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating the grant requirements such as to: Enter into an articulated agreement with an industry and Institution of Higher Education (IHE); Give students the opportunity to graduate with an Associate's Degree or 60 semester hours toward a Baccalaureate Degree in a high-demand occupation while enrolled in grades 9th-12th; Provide an in-kind match of 20-25% through a partnership with an industry partner. **(10 points)**; Develop a leadership team to address the issues of the grant; and Offer the students the opportunity to receive training in a high-demand occupation, as stated in TEA guidelines.

Furthermore, the district plans to evaluate student outcomes by reviewing student's transcripts before and after the grant funding period to ensure the students are receiving more college credit hours, as well as, conducting staff surveys to determine the progression of the student's academics over the grant funding period. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures, the district will successfully address the needs of the target population.

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. (4 points) To ensure the design of the proposed program reflects up-to-date knowledge, scientifically based research, and effective practices, the district: reviewed test scores, evaluated community needs, examined instructional practices, and reviewed professional development training that will address those identified needs. The following are the identified community and academic needs:

COMMUNITY NEEDS ASSESSMENT

Need (Population 25 and Over)	City	State
Households (w/child under 18) Falling Below Poverty	34.6%	20.4%
No High School Diploma	32%	18.5%
Population Doesn't Speak English at Home	73.5%	34.9%

Source: 2014 American Community Survey

In addition to the Community Needs Assessment above, the district collected local data included in following chart to indicate the district's academic deficiencies:

ACADEMIC DEFICIENCIES

Subject	District	State
All Core Subjects	69%	77%
College Ready Graduates	78.4%	94.9%

Source: 2014-2015 Texas Academic Progress Report (TAPR).

As seen in the Needs Assessments above, the district has a high need to implement the ECHS Innovative Academy Grant in order to address academic deficiencies that exist at Weslaco East High School. Due to the remote location and limited resources, the district's students lack the resources, finances, and intervention necessary to prepare students for the real world. Weslaco ISD will take the initiative to address this academic problem by securing collaborative agreements between the Weslaco East High School, the University of Texas Rio Grande Valley (UTRGV), South Texas College (STC) and Knapp Medical Center (Industry Partner). This contractual agreement will give the students an opportunity to get academic instruction, as well as, training through internships, externships, apprenticeships, and mentorship programs.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program activities relate directly to the program goals, local objectives, and strategies. (4 points) The district will implement a program that relates directly to the ECHS Grant goals, objectives, and strategies. The proposed program will support students who are at-risk, economically disadvantaged, English language learners, and first-generation college participants. The district will support these students by: 1.) Providing the opportunity to receive an Associate's Degree, or at least 60 semester credit hours toward a Baccalaureate Degree; 2.) Providing on-the-job training through internships provided by the partnering industry; and 3.) Providing training in a high-demand occupation.

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points)

The objectives the district wishes to achieve by receiving funding include: Increasing the number of TSI-ready students; Offering an Associate's Degree, or 60 semester hours toward a Baccalaureate Degree, in a high-demand Allied Health Career, as well as, an education in the Biotechnology and Life Sciences Industry Cluster; Establishing a distinct college-going culture; Increasing the number of college credit hours earned by participating students; and providing experience in a high-demand occupation.

The district will perform this task by partnering with South Texas College (STC) and the University of Texas Rio Grande Valley (UTRGV), as well as, any other necessary IHE'S in order to offer post-secondary education for the district's students. The district will also partner with Knapp Medical Center to ensure the students will receive training/experience in a high-demand occupation.

To ensure these goals and objectives of the grant are met Weslaco Early College High School Innovative Academy will provide a personalized learning environment by creating a seamless curriculum between high school and college. The partnering Industry will provide a work-based experience to students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. In order to ensure that students feel comfortable and are successful in their classroom, coursework, and job training, Weslaco ECHS will implement strategies that will help develop a personalized learning and working environment. If a student is not performing at the required level in the Industry field or classroom, the Weslaco ECHS Principal and Counselor will personally meet with the student to identify his/her reasons for low performance. This will occur after each progress reporting session and after each report card distribution.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include but are not limited to:

- UTRGV and STC will offer TSI workshops through its Student Success Center to prepare students for the TSI test;
- Activities to create a college-going culture;
- Summer TSI assessment preparation classes held at the district;
- Internships held at Knapp Medical Center;
- Higher education and ECHS teacher workshops; and
- Individualized student career and course counseling.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from all participants, including the school board, district and campus administrators, participating teachers, the partnering college, as well as, the partnering industry. Throughout the term of the grant, the district will continue to meet with stakeholders to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program. The acquired resources coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure student gains are continued after the grant funding terminates.

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroll Costs (6100)	6100	\$243,339		\$243,339	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$45,636	\$5,000	\$50,636	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$39,161		\$39,161	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$2,500		\$2,500	\$0
Schedule #11	Capital Outlay (6600)	6600	\$55,000		\$55,000	\$0
Total direct costs:			\$385,636	\$5,000	\$390,636	\$0
2.341% indirect costs (see note):			N/A	\$9,364	\$9,364	\$0
Grand total of budgeted costs (add all entries in each column):			\$385,636	\$14,364	\$400,000	\$0
Administrative Cost Calculation						
Enter the total grant amount requested:					\$400,000	
Percentage limit on administrative costs established for the program (10%):					× .10	
Multiply and round down to the nearest whole dollar. Enter the result.					\$40,000	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program.

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Academic/Instructional					
1	Teacher - \$55,300/annual salary x 16 months	1		\$73,733	
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project coordinator				
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk - \$28,000/annual salary x 16 months	1		\$37,333	
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor - \$72,100/annual salary x 16 months	1		\$96,133	
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
21					
22					
23					
24	Subtotal employee costs:			\$207,199	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$4,400	
26	6119 Professional staff extra-duty pay				
27	6121 Support staff extra-duty pay				
28	6140 Employee benefits			\$31,740	
29	61XX Tuition remission (IHEs only)				
30	Subtotal substitute, extra-duty, benefits costs			\$36,140	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$243,339	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1	PEERS - Will provide professional, evaluation services to include surveys, walk-throughs, one-on-one discussion groups, and quarterly and annual reports.	\$5,000	
2	CTC Leadership and Team Building Trainers - Will be contracted to provide high-quality professional development trainings and team building workshops. These services will take place throughout the year and will be targeted at teachers, administrators, and daycare staff.	\$15,000	
3	CTC Parental Involvement Training - Will hold a variety of parental involvement trainings designed to encourage high school completion and success.	\$15,636	
4	University of Texas Rio Grande Valley (UTRGV) and South Texas College (STC) - Will provide teachers and staff members with professional development related to the new courses, as well as, training on how to prepare students for the SAT/ACT and TSI Assessment.	\$5,000	
5	Region One Education Service Center - Will provide a variety of trainings related to the goals and objectives of the ECHS grant.	\$5,000	
6	TSI Testing - Will cover students' TSI testing fees.	\$5,000	
7			
8			
9			
10			
b. Subtotal of professional and contracted services:		\$50,636	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$50,636	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$400,000 for the Early College High School Innovative Academy Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 1 campus, 400 students, 4 teachers, and 2 grant members.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. The district assures that these funds will not be decreased due to availability of funds (**Assurance 1**). Currently, the district does not offer the Biotechnology and Life Sciences Industry Cluster; therefore, the proposed activities do not supplant current activities.

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Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval: Classroom Supplies and Materials (\$7,661), TSI Testing Materials and Resources (\$5,000), Office Supplies and Materials (\$2,500), Industry Related Software (\$20,000), and Computers For Teacher, Counselor, and Data Entry Clerk (\$4,000)	\$39,161	
Grand total:		\$39,161	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.		
	Specify purpose:		
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.		
6413	Stipends for non-employees other than those included in 6419		
6419	Non-employee costs for conferences. Requires authorization in writing.		
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval: Travel funds for staff to visit the college and industry partner.	\$2,500	\$0
Grand total:		\$2,500	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX—Computing Devices, capitalized					
2	Electronic Flat Panels – Will be utilized by teachers and students during instruction.	1	\$5,000	\$5,000	
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX—Software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX—Equipment, furniture, or vehicles					
19	TECH-LABS – Will provide equipment, including a synthetic human cadaver (human simulator), related to the targeted Allied Health Careers.	1	\$50,000	\$50,000	
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29					
Grand total:				\$55,000	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 108-913			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total campus enrollment:			2,102		
Category	Number	Percentage	Category	Percentage	
African American	1	0.0%	Attendance rate	93.0%	
Hispanic	2,085	99.2%	Annual dropout rate (Gr 9-12)	2.5%	
White	13	0.6%	Students taking the ACT and/or SAT	79.6%	
Asian	3	0.1%	Average SAT score (number value, not a percentage)	1484	
Economically disadvantaged	1,459	69.4%	Average ACT score (number value, not a percentage)	17.1	
Limited English proficient (LEP)	465	22.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	66.3%	
Disciplinary placements	198	9.4%	State assessment data (STAAR All Grades, All Subjects)	69.0%	
Comments					
The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. (Application is organized and completed according to instructions-5 points)					
<i>Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)</i> In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Academic Performance Reports (TAPR), State of Texas Assessments of Academic Readiness Summary Reports (STAAR), Texas Success Initiative reports (TSI), and the 2014 U.S. Census Reports. Based on the information gathered, it was determined that the campus were in need of programming that would increase academics, increase TSI readiness, benefit at-risk children, and increase the amount of high qualified personnel in the district. Activities selected were researched to determine the validity of each activity and if evidence-based research was available to support the ability to impact the campus' needs.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	2	1.4%	No degree	4.4	1.1%
Hispanic	119.6	85.9%	Bachelor's degree	102.4	73.6%
White	15.5	11.2%	Master's degree	32.4	23.3%
Asian	2.0	1.5%	Doctorate	0	0%
1-5 years exp.	18.5	13.3%	Avg. salary, 1-5 years exp.	\$48,575	N/A
6-10 years exp.	22.7	16.3%	Avg. salary, 6-10 years exp.	\$51,432	N/A
11-20 years exp.	47.1	33.8%	Avg. salary, 11-20 years exp.	\$54,836	N/A
Over 20 years exp.	40.4	29.0%	Avg. salary, over 20 years exp.	\$65,287	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	100	100	100	100	400
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:	0	0	0	0	0	0	0	0	0	0	100	100	100	100	400

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	4				4
Open-enrollment charter school															0
Public institution															0
Private nonprofit															0
Private for-profit															0
TOTAL:	0	0	0	0	0	0	0	0	0	0	4				4

As seen in the table above, the school plan provided will not serve more than 100 students per grade level in grades 9-12. **(5 points)**

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEED: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

Current Achievement. In order to understand the district's *current achievement*, the district used state and campus data from the Texas Academic Performance Report (TAPR) to determine that the district's current achievement was below par. In fact, only 69% of the district's students Met Standards on 2014-2015 STAAR, compared to 77% for the State of Texas.

Needs Assessment Process: In preparation for the submission of the Early College High School Innovative Grant, the district analyzed the needs of the Weslaco East High School. Elements of the needs assessment included: Student Demographics, TSI scores, STAAR results, attendance rates, teacher experience and qualifications, instructional programs that are currently being utilized, and the infrastructure that is available for student and teacher use. As a result of this assessment, the magnitude and severity of the problems the school faces are as follows:

	STUDENT DEMOGRAPHICS			ACADEMICS		
	Economically Disadvantaged	At-Risk	English Language Learners (ELL)	Passing All Subjects	ACT	College Ready Graduates
District	74%	66.7%	28.9%	71%	17.6	66%
State	58.8%	51.2%	18.2%	77%	20.6	68%
TEACHER EXPERIENCE AND QUALIFICATIONS						
	No Degree			Master's Degree		
District	3.2%			19.3%		
State	0.9%			23.4%		
Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)						

In addition to the district conducting a local needs assessment, the district also conducted a Community Needs Assessment to determine the number of educationally disadvantaged and low-income families living throughout its community.

COMMUNITY NEEDS ASSESSMENT		
Need (Population 25 and Over)	City	State
No High School Diploma	32%	18.4%
Population Doesn't Speak English at Home	73.5%	34.9%
Households (w/child under 18) Falling Below Poverty	34.6%	20.4%
Unemployed	39.8%	32.7%
Source: 2014 American Community Survey		

Description of how needs are prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: **Instructional Programs** – The campus is in need of supplemental instructional materials and academic curriculum equipment required to provide at-risk students with targeted assistance in their academics, as well as, increased collaboration and materials for the partnering industry; and, **Facilities** – The campus lacks the facilities to provide students training in a high-demand Allied Health Career or offer either an Associate's Degree or 60 semester hours toward a Baccalaureate Degree; therefore, partnering with an industry is necessary.

Desired or required accomplishment: After conducting the local and community needs assessments, the district realizes that they must enter into a partnership with a high-demand industry. The district will ensure it sustains this partnership in hopes that they will be able to provide at-risk students with ways to financially sustain themselves right after graduating high school.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The district's students have an average ACT score of 17.6 , which is 3 points less than the average score for the State, 20.6 . (Source: 2014-15 Texas Academic Performance Report-TAPR) Needs have been identified and strategies have been described. (10 points)	In order to improve the academic deficiencies as noted in the district's needs assessment, the district will align and purchase curriculum and instructional materials. This will allow the district to increase student's outcomes which will be measured by monitoring/compliance tools. Staff will also be invited to attend district and trainer provided professional development training relevant to curriculum, technology, software, and data collection.
2.	The district currently lacks the education and industry experience to qualify its students to work in the real world. In fact, over 39.8% of the population surrounding the district are unemployed, while the average for the state is 4.9% . (Source: 2014-15 American Fact Finder)	The district will help qualify their students by partnering with Knapp Medical Center to provide them real world experiences in Allied Health Careers, as well as, an education in the Biotechnology and Life Sciences Cluster. This added experience in a high-demand occupation will lead to a decrease in unemployment rates, as well as, more responsible and self-sustaining individuals.
3.	The district has 66.7% of its student population that are at-risk, compared to 51.2% for the state. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	In order to ensure the district addresses the TSI preparatory, and industry needs of these at-risk children, the district will provide professional development that is customized to the at-risk and underrepresented population.
4.	The district had a low amount of highly-qualified personnel. In fact, only 19.3% of the district's teachers have a Master's degree, in comparison to 23.4% for the State. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	The district will address this by working with a partnering college and Industry to ensure there is year around staff training and professional development. The district will ensure that their staff attend all relevant Fall, Spring, and Summer professional development (PD) and teacher trainings, as well as, have the partnering college and Industry have input in the PD and teacher trainings that should take place.
5.	The campus currently has 4 (3.2%) teachers with no degree in comparison to .9% for the state. (Source: Texas Academic Progress Report-TAPR) Due to this lack of degreed personnel, the district is in need for additional professional development trainings to ensure high qualified personnel and staff are in place for the Early College High School Innovative Academy Grant.	The district will work with a partnering college and industry to ensure there is year around staff training and professional development. The district will also ensure that their staff are compensated through stipends when students perform well on TSI tests and academic activities.

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Schedule #14—Management PlanCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications Desired Qualifications (5 points)
1.	Program Director (Assurance 16)	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in supervisory of small to medium teams and experience in data reporting.
2.	Curriculum & Instruction Director	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Developing curricular goals and outlines for new curriculum and curriculum updates and experience in conducting research and consulting with faculty, staff, and business representatives in the design and development of new curriculum.
3.	Region One ESC	The individuals conducting services will be required to have a minimum of a Bachelor's Degree in a related field and a minimum of 5 years of experience in High School education.
4.	Career Counselor	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in examining records, conducting interviews, and working with the Leadership Team and Industry Liaison to administer aptitude and achievement tests that assist students in choosing careers.
5.	Industry Liaison	Must be degreed, skilled, and trained in an Allied Health Career. Experience: At least 3 years of job experience in Allied Health, as well as, ability to development and implement hands-on industry experiences.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of college credit hours earned by students.	1. Career Counselor will bi-annually track credit hours through student transcripts.	03/01/2016	05/30/2018
		2. Promote school courses utilizing social media outlets.	04/01/2016	05/30/2018
		3. Leadership Team will meet regularly to see what additions could be made to improve the ECHS program.	03/01/2016	05/01/2018
2.	Increase the number of TSI-ready students.	1. Quantitative reports will be reviewed to ensure the increase in TSI-ready students.	05/01/2016	05/01/2018
		2. An improvement in TSI scores.	02/01/2016	05/30/2018
		3. District and Industry will host a minimum of two annual parent/student meetings.	04/01/2016	04/01/2018
3.	Collaboration opportunities for the ECHS and higher education faculty.	1. Meetings will be held 4 times a year to share updates, educational strategies, and progress.	04/01/2016	05/30/2018
		2. Provided targeted trainings for struggling teachers.	04/01/2016	05/1/2016
		3. Ensure staff attends professional development trainings on newly purchased curriculum, industry-related software, and technology.	03/01/2016	11/01/2016
4.	Establish a distinct college-going culture	1. Activities each semester will promote supportive instruction for all students.	02/01/2016	05/30/2016
		2. 2 ECHS faculty workshops to discuss issues and ensure all faculty continue to support the college-going culture.	04/01/2016	05/30/2016
5.	Increase student industry experience before graduating High School.	1. Quantitative reports will be reviewed to ensure an increase in students' Industry-related experiences.	03/01/2016	05/30/2016
		2. Monitor for compliance and effective practices.	02/01/2016	05/30/2016
		3. Identify weaknesses of the grant and provide solutions.	04/01/2016	05/30/2016

Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points)

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 points) In order to solicit feedback and continuously monitor the attainment of goals and objectives, the district asks all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district establishes a procedure and schedule for internal monitoring that include: Conducting student and family surveys/questionnaires to determine the quality of the programs provided; Ensuring all participants are signed in/out of the program logs found at the Industry and classroom to track participants' attendance; Monitoring of data entry and security procedures in order to ensure the program remains in compliance; Conducting teacher and parent surveys and questionnaires to determine if participants' academics, behavior, and attendance have improved; Conducting staff surveys to determine the quality of professional development being provided; and Reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from campus participants, including district and campus administrators, teachers, school board members, parents, and the designated industry liaison. Throughout the term of the grant, the district will continue to meet regularly with administrators, teachers, board members, the designated Industry liaison to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points) The district does **not** currently offer 60 semester credit hours toward a Baccalaureate Degree in the Biotechnology and Life Sciences Industry Cluster; nor does it have a Career Counselor to provide students guidance in an Allied Health Career. The recent decrease in state and federal funding has made it impossible for the district to implement a new program that establishes a distinct college-going culture. However, the district can support the added costs that will be associated with the Early College High School Innovative Academy Grant should it be funded to include items such as: utilities, building use, maintenance, technology, etc.

Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's **plan for sustainability** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Data: Parent/Student Surveys (EVAL-2 points)	1.	Positive feedback is received on teacher/parent/student interaction.
		2.	Positive feedback is received on teachers' instruction.
		3.	Positive feedback is received on Industry liaison interaction with students.
2.	Quantitative Data: Evaluation of Students' Learning	1.	Increase in the number of TSI-ready students.
		2.	Report cards, classwork, and benchmarks demonstrate progress.
		3.	Increase in average number of college credit hours earned by students.
3.	Professional Development Feedback	1.	ECHS teachers and higher education staff actively participate in collaboratives.
		2.	A minimum of four district and industry staff attendance trainings are offered.
		3.	Teachers volunteer to attend other trainings they see fit.
4.	Classroom/Industry Observations	1.	Student engagement increased in the classroom and designated industry.
		2.	Increase in the number of industry experiences provided to the students.
		3.	Well-defined learning activities are provided and completed.
5.	Review Use of Industry/Teacher Course Materials	1.	Industry/Teachers provide effective approaches in higher-order thinking.
		2.	Industry/Teachers integrate an understanding of facts, concepts, and Principals.
		3.	Industry/Teachers provide multiple, varied examples to illustrate skills.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods of evaluation clearly related to the intended results of the project. (3 points) The district will collect data including program-level data, number of participants served, and student-level academic. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of activities that provide students a college-going culture; Hours of industry experience provided to students; Number of opportunities ECHS teachers and higher education faculty collaborate through planning, teaching, and professional development (**Assurance 11**); Number of students engaged in TSI- success activities; and Hours of college credit earned by students.

Evaluation design includes processes for collecting data, including program-level data. (3 points) Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, parents will also participate in surveys that will provide feedback on the teachers' instructional strategies and coursework. Finally, the Industry Liaison will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of instruction that is being provided. Classroom observations will also be conducted on a regular basis in order to provide the Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and Texas Success Initiative (TSI) reports to determine an increase in student academics.

Formative evaluation processes outlined and addressed throughout the grant project. (2 points) Data collected will allow the district, Industry Liaison, and contracted consultants the ability to determine whether the professional development trainings are positively impacting the students and teachers. **Problems identified and corrected:** Areas of concern will be discussed and modifications will be made regularly to the proposed plan, as needed.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will partner with the South Texas College (STC) and the University of Texas Rio Grande Valley (UTRGV), as well as, any other necessary IHE'S in order to provide a course of study that enables ECHS participating students to combine high school courses and college-level courses during grade levels 9 through 12. As reassurance of the partnership made, the district has attached a signed Memorandum of Understanding (MOU) with all the dual credit partners involved in the grant. **(2 points)** This agreement will give the district's students post-secondary education and training opportunities. Thus, making them a more self-sustaining individual right after their high school graduation.

Due to the articulated agreement between the district and South Texas College (STC) **(5 points)**, the participating students will either earn an Associate's Degree, or at least 60 semester credit hours towards a Baccalaureate Degree, in a high-demand occupation by the time they graduate high school **(Assurance 12)**.

To ensure students get to reap all the benefits of the ECHS Grant, the district will coordinate outreach and awareness activities to identify and recruit potential participants. These activities include but are not limited to:

- Parents of 8th and 9th graders and students will be invited to an orientation that discusses the program;
- 8th and 9th grade students and parents will be encouraged to ask questions to the ECHS staff;
- 8th grade counselor will have the ECHS information available for any student/parent not present at the meeting; and
- The partnering college will administer a Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness enabling students to begin college courses as soon as possible **(Assurance 13)**.

During the design of the Early College High School Innovative Academy Grant, the district acquired Letters of Support from the potential partners including South Texas College (STC) and Knapp Medical Center (Industry Partner). **(5 points per partnership)**

The district along with the partnering college will offer the participating students flexibility in class scheduling and academic mentoring. This will ensure the students have the opportunity to still learn the instructional material even while having other agreements outside of the classroom (sports, school clubs, jobs, etc.).

In conclusion, the district's partnership with South Texas College (STC), the University of Texas Rio Grande Valley (UTRGV), and Knapp Medical Center will not only educate the district's students, but provide them real-world experiences in high-demand occupations. Providing students, a flexible schedule keeps them from feeling overwhelmed in the classroom or at the industry partner's site. This in turn will produce the best results possible for the Early College High School Innovative Grant Program.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Statutory Requirement 1 (continued)

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 1: The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into a partnership with the local Workforce Center, Workforce Solutions East Hidalgo.

The Workforce Center will serve to the district as a link to the public workforce system. The workforce development board has the ability to facilitate partnerships between local businesses with similar training needs. Furthermore, they also utilize labor market information to develop strategies that focus their resources on particular high-demand occupations in their region.

This partnership with Workforce Solutions East Hidalgo will give the district an opportunity to identify the following occupations as high-demand: Certified Nursing Assistant, Pharmacy, Pharmacy Assistant, Patient Care Assistant, Radiology, etc. Due to the additional information the Workforce Solutions East Hidalgo provides, the district will be able to provide its students a better opportunity to work in high-demand occupations, as well as, get into the proper trainings and programs that lead into these occupations. **(20 points)**

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 2: The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
- Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As proof of the of agreement, the district has attached a signed agreement of the selected industry they plan to partner with **(2 points)**. This industry provides jobs under the Biotechnology and Life Sciences Industry Cluster which is in line with the TEA program Guidelines.

This Industry Liaison will serve as an active member on the ECHS Leadership Team which consist of the Industry Liaison, the Superintendent, Weslaco East Principal, CTE Director, Staff Development Director, South Texas College (STC), and the University of Texas Rio Grande Valley (UTRGV).

The selected industry will assist in the development and implementation of experiences, including mentorship programs, internships, externships, and/or apprenticeships. This will expose students to applied learning and real-world work activities in identified high-demand occupations **(Assurance 5)**. These activities will be providing in-kind match of \$80,000 which equals to 20% of the grant award **(10 points). (5 points)**

To ensure the Industry Liaison interacts directly and frequently with ECHS staff, the district will invite the Liaison from Knapp Medical Center to Fall, Spring, and Summer trainings, giving the Industry Liaison the opportunity to participate in the development of curriculum **(Assurance 3/4)**. This will ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupation, as well as, it includes industry recognized credentialing as part of degree plan design.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district wants both students coming from privilege, and at-risk students to have the opportunity to provide for themselves after graduating high school. The district plans to do this by offering a full-day program at the ECHS campus (**Assurance 15**), as well as, offering 100% of the students access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc.

The district will do this by partnering with Knapp Medical Center. This industry has expressed a commitment to provide additional learning opportunities to the district's students, as well as, the following activities throughout the student's high school career: internships, externships, apprenticeship programs, and mentoring (**20 points**). (**2 points**)

This plan will ensure the students receive rigorous activities making them more responsible. This added responsibility will allow the ECHS students to swiftly transition into adulthood.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 4: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Describe the responsibilities of the career counselor. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will employ a Career Counselor that serves only students of the ECHS Innovative Academy Grant. The district will do this by using a portion of the grant funds as salary for the Career Counselor (**Assurance 6**). The district has set the following requirements when deciding who the best Career Counselor would be for this program:

Education:

- Must have a minimum of a Bachelor's Degree in Education or a related field.

Experience:

- Helping students select the right schools or programs for their needs,
- Helping students locate sources of financial support to pay for school and other training programs for the future,
- Administering aptitude and achievement tests, and
- Assisting in helping students choose careers.

With these requirements, the district believes they will employ a highly-qualified Career Counselor, that will serve the students to his/her best ability.

The district will also put together a list of responsibilities the Career Counselor will be held accountable for. This will ensure the counselor only serves ECHS students and is able to do his/her job to the best of his/her ability. These responsibilities include:

- Administer personality and interest inventories;
- Use achievement and aptitude tests to help students get a better idea of what they are good at;
- Advise students about what courses and educational programs they need for particular careers; and
- Help students select the right schools or programs for their needs
- Help students locate sources of financial support to pay for school and other training programs for the future.

In conclusion, the will district put together a list of responsibilities and requirements necessary for their Career Counselor in hopes they find the most high-qualified Counselor possible.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has entered into a signed articulation agreement with South Texas College (STC) that addresses the statutory requirements set by TEA and the State. **(2 points)**. STC will ensure that high-qualified teachers are hired at the district and are conducting the class in an appropriate manner. The College will do this by sending an assigned individual to serve on the Leadership Team, which gives this individual not only insight on how the district works but gives, him/her access to perform walk-throughs and routine check-ups.

STC will also issue a college Student Identification Card. This ID will enable students to log into their online portal account. STC will provide the district's students the following items through their online account: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

This college fits perfect with TEA guidelines because the secondary and post-secondary education they offer falls under the Biotechnology and Life Sciences Industry Cluster. South Texas College (STC) offers numerous programs of study in an Allied Health Career including : Certified Nursing Assistant, Pharmacy, Pharmacy Assistant, Patient Care Assistant, Radiology, etc. **(2 points)** This is ideal for the district because these programs provide students additional education about high-demand occupations identified by the ECHS Innovative Academy Guidelines.

In conclusion, STC will provide students an opportunity to span their education in secondary and post-secondary high-demand occupations. This will be performed through certified college personnel, as well as, the IHE's online portal which allow students to stay in constant communication with their teachers and the college.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 6: The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district goals are to provide students the opportunity to complete a Bachelor's degree within two-three years of graduating from high school. To do this, the district will provide a crosswalk that identifies post-secondary coursework required by the student. The district will create a crosswalk that not only **identifies the required** coursework that needs to be completed, but all other aspects that factor into doing well in college. The district will address the following criteria of each student when creating their crosswalk: academic support, social support, college-readiness, and college access. The district plans to address these subjects in the following manner:

Academic: The district will provide a personalized learning environment by creating a seamless curriculum between the high school South Texas College (STC), and University of Texas Rio Grande Valley (UTRGV). The campus will provide a work-based experience for its students through rigorous, purposeful, and responsive instruction with emphasis on leadership and relationship development. The **Career Counselor** will meet with the students **throughout the year** to discuss what courses the student has currently taken, as well as, **identify the coursework** that needs to be completed to ensure they stay on their selected career pathway. In order to ensure that students feel comfortable and are successful in their classroom and coursework, the high school will implement strategies that will help develop a personalized learning environment. For example, if a student is not performing at the required level in two or more college courses, the Principal and Career Counselor will personally meet with the student to identify the reason for the student's low performance. This will occur after each 3-week progress reporting period and after each 6-week report card distribution.

Social: The social and emotional support of the students will be crucial to maintain in order to improve attendance and ensure academic success. The campus will ensure it provides continuous social and emotional support to the students by hiring a Career Counselor, along with developing a Personalized Learning Community (PLC). This will be developed by offering individualized career and course planning to all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement. Moreover, group sessions will be provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences will be set up to ensure academic and emotional encouragement is provided not just to the student, but to the parents as well.

College Readiness: The ECHS campus will provide students with a variety of college readiness services including, but not limited to: Texas Success Initiative Assessment (TSIA); Academic planning for college; college exploration and selection; college admission; assistance with financial aid applications; SAT/ACT and TSI preparation; and transitional services from high school to college enrollment. These services will be provided by both the district and STC to encourage early college planning and provide guidance through the college admission and financial aid processes.

College Access: The ECHS students will be issued a college Student Identification Card, this will enable students to log into the online portal. STC will provide the district's students the following items through their Blackboard: instruction, online interaction, educational assessment, assignment due dates, and a pathway for students to stay up-to-date with their grades in each course.

In conclusion, the district will provide a crosswalk that not only identifies what coursework needs to be taken by each student, but all aspects that need to be addressed when taking college courses. This will ensure the district's students are put into a position to succeed at their coursework and after they graduate high school.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must develop and maintain an ECHS Career Preparation Academy Leadership Team that meets regularly to address issues of curriculum, school design, and sustainability. The leadership team must consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity. The leadership team must consist of the following:

- a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and ECHS Career Preparation Academy principal or director
- b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison
- c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
- d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Weslaco Early College High School Leadership Team will be charged with providing expert information and feedback of best practices that will help students in their journey of achieving their college goals (**Assurance 7/8**).

Each member will be responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input will play a vital role in the support and success of Weslaco Early College High School. The following individuals will make up the Leadership Team for the ECHS Innovative Academy Grant:

- **Superintendent:** Will assure program is supported at the district level and will assist with program maintenance and sustainability.
- **ECHS Principal:** Will oversee all aspects of the ECHS Program including maintaining the budget for the school, providing curriculum oversight, providing program sustainability, coordinating staff development, monitoring student enrollment, maintaining communication with South Texas College (STC), the University of Texas Rio Grande Valley (UTRGV) and Knapp Medical Center, overseeing staff and building maintenance, among other duties.
- **Primary Dual Credit Partner:** Will assure program is supported at the college level and will assist with program maintenance and sustainability at their respective college.
- **College/University Partner:** Will oversee that the department heads at their respective college have seats available for the ECHS students, programs are made available to ECHS, and that updates are provided to ECHS staff.
- **Industry Partner:** Will assist with program implementation at their respective Industry, provide training and assistance to the ECHS Career Counselor, assist with registration, and attend parent trainings in order to provide information to parents on their respective Industry.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 8: The applicant must describe a proposed sustainability plan to ensure that the school will continue to meet the goals of the INDUSTRY CLUSTER NAME Innovative Academy ECHS beyond period of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the district will continue to meet the goals of the Industry Cluster Name Innovative Academy ECHS beyond period of the grant program, the district has proposed a sustainability plan. The district's plan for sustainability will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan. The sustainability plan includes the creation of a Handbook of Operating Procedures (HOOP) and will include an active and careful examination of the following approaches/procedures to seek effective avenues to ensure that the program continues beyond the grant period: Make better use of existing resources; maximize federal, state, and local revenue; Use of instruction, professional development, and Curriculum that was created by the Leadership Team during the Early College High School Innovative Academy Grant funding period; Create more flexibility in existing streams, and; Continue building public-private partnerships.

In conclusion, this sustainability plan will assure that once the program is over, the district will be able to fund academic preparation classes, academic interventions, and waiver fees associated with assessments. **(10 points)**

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108-913**

Amendment # (for amendments only):

TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping out of school (at risk, economically disadvantaged, English language learners, and first-generation college goers) or who wish to accelerate completion of the high school program, and attempts to serve no more than 100 students per grade level in grades 9-12. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weslaco East High School was previously designated as an Early College High School in the 2015-2016 academic school year; therefore, this requirement does not apply.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-913**

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #20—Outside Sources of Income and Pre-Existing ContentCounty-district number or vendor ID: **108-913**

Amendment # (for amendments only):

Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized.

NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary.

☒ Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov).

#	Grantor	Grant Period	Amount
1			\$
2			\$
3			\$
4			\$
5	Total:		\$

Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds.

The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein.

☒ Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA.

#	Title	Date Developed
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

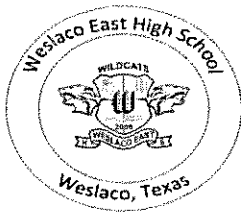
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By TEA staff person:



WESLACO INDEPENDENT SCHOOL DISTRICT

WESLACO EAST HIGH SCHOOL

"Creating new visions; Reaching new horizons"

EAST SIDE STRONG SIDE

DR. RAUL CANTU JR.
Principal

810 S. Pleasantview Drive
Phone (956) 969-6950

Weslaco, Texas 78596
Fax (956) 968-8693

October 26, 2016

To Whom It May Concern:

As the Weslaco East High School Principal, I, Raul Cantu, Jr., am pleased to offer my full support in the establishment of a Biotechnology and Life Sciences (including Health Care) Innovative Academy Early College High School (ECHS). I strongly believe and support the mission of a Biotechnology and Life Sciences (including Health Care) Innovative Academy ECHS campus to provide learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as, to provide students opportunities to earn post-secondary course credit prior to high school graduation.

If awarded, Weslaco East High School students would be provided the opportunity to earn relevant credit hours equal to an Associate's Degree and allow these same hours to transfer to South Texas College, the partner for this grant. Due to the high percentage of Economically Disadvantaged students in our region, our campus and district are well aware that many of our students will not have the tools and guidance needed to attend a higher education institution. Having an Innovative Academy ECHS campus will help raise awareness and will encourage students to earn credit hours and understand the importance and value of having an education.

Weslaco East High School has the capacity to support the Innovative Academy ECHS Program to be successful. Furthermore, the board members and the administrative staff of Weslaco ISD offer their full support to the establishment of the Innovative Academy ECHS campus staff. The administrators and board members will work closely with the Innovative Academy ECHS Leadership Team to prepare students to not only be college-ready graduates, but successful, college scholars!

Should you have any questions or require further verification, please do not hesitate to contact me at (956) 969-6950

Sincerely,

Raul Cantu, Jr.
Weslaco East High School Principal
Weslaco ISD



October 25, 2016

To Whom It May Concern:

I am writing this letter to offer the support of Knapp Medical Center to Weslaco East High School's Innovative Academy Early College High School (ECHS) Grant Program. I am aware that Weslaco East High School has a conscientious team of professionals that are partnering with an Institution of Higher Education in order to maximize their ability to prepare students for employment in high-demand occupations within an approved industry cluster.

Through the use of the Innovative Academy ECHS Program funds, Weslaco East High School will be able to develop and implement applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, as well as to provide students opportunities to earn post-secondary course credit prior to high school graduation.

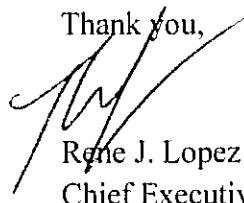
As a partner in the Innovative Academy Early College High School (ECHS) Grant Program, Knapp Medical Center is committed to the following services of \$80,000 as an in-kind match:

- Serve as an active member of the Innovative Academy ECHS Leadership Team;
- Ensure a liaison that from our business interacts directly and frequently with ECHS staff;
- Provide in-kind contributions such as internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students; and
- Participate in the development of curriculum in order to ensure that the curriculum is appropriately aligned to marketable skills.

I am confident that you will give Weslaco East High School full consideration for grant funding so that this agency may provide the best occupational and educational opportunities possible to its students.

If you should have any questions concerning this letter of support, please do not hesitate to contact me at (956) 969-5200.

Thank you,



Rene J. Lopez
Chief Executive Officer



Office of the President

3201 W. Pecan Blvd.
McAllen, TX 78501
t 956-872-8366
f 956-872-8368
sareed@southtexascollege.edu

P.O. Box 9701, McAllen, TX 78502-9701
www.southtexascollege.edu

Document Control Center, Division of Grants Administration
Texas Education Agency, 1701 North Congress Ave
Austin, TX 78701-1494

October 31, 2016

Ms. Dwiggins:

South Texas College (STC) is pleased to present its complete support in the endeavor of Weslaco ISD (WISD) to expand its Early College High School (ECHS) through the support of the *2016-2018 INDUSTRY CLUSTER NAME Innovative Academy - the Next Generation of ECHS* Grant.

STC offers the courses necessary to support the ECHS's mission and objective to provide a course of study that enables participating students to complete their high school graduation requirements with either an Associate Degree or at least 60 semester credit hours towards a Baccalaureate Degree.

An ECHS Liaison will be designated at the STC campus that will remain in close communication with the ECHS Director to ensure that the students' academic needs are met and any issues are addressed. In order to increase the number of students served by the ECHS, STC has agreed to assess only the tuition and fees as approved by the College's Board of Trustees for high school students enrolled in a course for which the student may receive dual course credit. The Board Approved Tuition and Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2016-2017 is attached, and subject to revision for FY 2017-2018.

STC currently partners with numerous ECHS campuses and is confident in its capacity to support Weslaco ECHS. Staff at STC are very excited to work with the prospective ECHS campus to offer at-risk students the opportunity to obtain a higher education.

If you have any questions or concerns, please do not hesitate to contact me at (956) 872-8366.

Thank you,

Shirley A. Reed, M.B.A., Ed.D.,
President
South Texas College



FALL 2016	Board Approved FY 2016-2017
DUAL CREDIT TUITION:	
Tuition rate for in-district dual credit students sponsored by partnering school districts	0.00
INCIDENTAL FEES:	
Dual Credit Late Processing Fee per course per student after Census Day	200.00

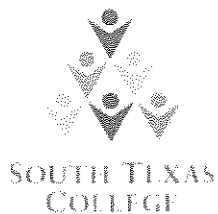
NOTE: Independent Dual Credit Tuition and Fees for Dual Credit students enrolled independent of their school district participation, excludes students enrolled in an Early College High School or Academies Program.

In-district dual credit students enrolled independent of their school district's participation will be charged \$50.00 per credit hour.
Out-of-district and out-of-state/international dual credit students enrolled independent of their school district's participation will be charged \$78.00 per credit hour.

EFFECTIVE SPRING 2017	
DUAL CREDIT TUITION:	
Tuition rate for in-district dual credit students sponsored by partnering school districts	0.00
DIFFERENTIAL TUITION PER CREDIT HOUR FOR COURSES OFFERED ON A SOUTH TEXAS COLLEGE CAMPUS OR FACILITY:	
Associate Degree Nursing	50.00
EMT	35.00
Occupational Therapy Assistant	40.00
Patient Care Assistant	20.00
Pharmacy Tech	40.00
Physical Therapist Assistant	40.00
Radiologic Technology/Sonography	40.00
Respiratory Therapy	40.00
Vocational Nursing	50.00
COURSE FEES:	
Electronic Distance Learning/VCT Course Fee per credit hour	15.00
Hybrid Course Fee per credit hour	5.00
NAH and Other Course Fees: <i>Liability Insurance/Exams/Booklets/Badges/ Special Program ID/Certificates/Pinning Ceremony/Other Activities</i>	Recovery of costs and processing fees
INCIDENTAL FEES:	
Fee per Credit Hour for Dual Credit students attempting a course three or more times	125.00
Dual Credit Late Processing Fee per course per student after Census Day	200.00

NOTE: See Independent Dual Credit Tuition and Fees for Dual Credit students enrolled independent of their school district participation, excludes students enrolled in an Early College High School or Academies Program.

In-district dual credit students enrolled independent of their school district's participation will be charged \$50.00 per credit hour and differential tuition and fees will not be waived.
Out-of-district and out-of-state/international dual credit students enrolled independent of their school district's participation will be charged \$78.00 per credit hour and differential tuition and fees will not be waived.



Memorandum of Understanding **South Texas College Dual Credit Program**

SOUTH TEXAS COLLEGE (herein called the "College") and **Weslaco ISD** (herein called the "School District") enter into the following Memorandum of Understanding (MOU) and for the terms of which WITNESS THE FOLLOWING (TAC Title:19 Chapter 4, Subchapter D, Rule 4.84 Section (a)):

TERM

This MOU shall be in effect from August 29, 2016 to August 27, 2017.

OVERVIEW

The College is committed to serving the students and communities of South Texas through collaborative work with school districts in the College's service area. A major initiative promoting a college-going and college graduation culture is the **South Texas College Dual Credit Program**, which includes the provision of the Dual Credit state program to qualified students; therefore,

1) MOU PURPOSE

The purpose of this (MOU) is to outline the roles and responsibilities of the College and the School Districts that participate in the Dual Credit Program. This MOU is the agreement that encompasses all dual credit programs, including Early College High Schools (ECHS) and the Academies Program as required by the Texas Higher Education Coordinating Board (THECB). A separate MOU is required by the Texas Education Agency for each Early College High School.

2) RECOGNITION OF HIGHER EDUCATION PARTNER

The School District, when reporting and publicizing high school students' completion of dual credit **courses, degrees or certificates**, will recognize South Texas College as their Higher Education partner. In addition, the School District must adhere to all format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's ***Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs*** at www.southtexascollege.edu/go/dual_credit_marketing.

3) ACADEMIC POLICIES & PROCEDURES

Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses.

a) Eligible Courses

Courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. The workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer remedial and developmental courses for dual credit.

b) Faculty Qualification, Selection, Supervision, and Evaluation

The College has established an approval process for selecting and/or approving qualified faculty to teach dual credit course(s). Each approved Dual Credit Faculty (DCF) will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures, in accordance to the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Selection, Supervision, and Evaluation process, refer to the *Dual Credit Programs Instructional and Quality Standards Manual* - Academic Affairs Division.

- i. The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Program meets the credential requirements as stated in the College's ***Board Policy #4151, Academic and Professional Credentials for Faculty***, which includes the criteria used by the College to determine teaching eligibility.
- ii. The College will ensure that College Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks. School District Faculty have to be cleared by the College's Office of Human Resources to teach any dual credit courses.
- iii. Dual Credit Faculty (DCF) will submit all required reporting documents such as: roster verification, learning outcome results, and submission of grades, by the deadline set by the College.
- iv. College and School District faculty teaching dual credit courses will verify the First Week Class Roster to validate all students who are enrolled in the dual credit class and refer students not on the roster to the appropriate School District Counselor. Any student not listed on the Official 12th Day Verification Census Date Roster will not be enrolled in the dual credit course.
- v. The School District will allow release time from the School District duties for Dual Credit Faculty to attend the two Dual Credit professional development days organized by the College and required departmental meetings.

- vi. College and School District faculty teaching college-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate College or School District support services.
- vii. The School District will forward any concerns regarding Dual Credit Faculty (DCF) or College Faculty teaching the college-level course to the College Department Chair for investigation. To resolve the concerns, a meeting shall take place between the College Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues to and reach a decision that is mutually agreeable.

c) Facilities, Teaching Environment, College Courses

i. Facilities

The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes, and are appropriate for college-level instruction which include the following:

- School District will ensure that College faculty and dual credit students have appropriate access to all available instructional resources and essential technology;
- School District shall permit access to the College's electronic learning resources when the course is taught at the School District; and
- School District offering science courses shall meet the laboratory safety standards and have material/equipment that comply with College science program requirements.

ii. Teaching Environment

The School District will ensure that the classroom environment is conducive to college-level learning by:

- Designating a classroom for the college dual credit classes;
- Displaying the signs provided by College outside of the classroom that indicates "College Course is in Session"; and
- Assuring no interruptions take place in the college dual credit class while in session, such as removing students for high school activities.

iii. College Courses

- Dual Credit courses must use the College's approved Learning Management System.

d) Course Curriculum, Instruction, and Grading

School Districts which participate in the Dual Credit Program at South Texas College will comply with procedures and guidelines as published in the *Dual Credit Programs Instructional and Quality Standards Manual*, including the following:

- i. Academic Instructional Calendar
Dual Credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the School District.
- ii. Monitoring Instruction
School Districts will work with the College so that College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the School District.
- iii. Books and Supplemental Materials
The School District will provide all textbooks, equipment, and supplemental materials required for the cohort (S sections) classes. College-approved textbooks purchased by the School District will be used for a minimum of three (3) years from the date of purchase. Chairs may request a change of textbooks earlier than three (3) years, if the textbooks are for Technology-based courses. Textbooks and materials shall be available to students on the first class day. Exceptions must be discussed with the High School Programs and Services Administrator and the Department Chair.
- iv. Grading Procedures
All Dual Credit Faculty will follow the College Grading System as stated in the College's ***Board Policy #3310, Grading System: Credit Programs***, as well as the grading criteria in the department approved syllabus.
- v. Grade Appeal
The School District shall direct students who would like to appeal their College Course grade to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed on the Academic Affairs Department webpage at the following link: http://academicaffairs.southtexascollege.edu/grade_appeals/

4) STUDENT ENROLLMENT & SERVICES

a) Student Eligibility

The College requires School District partners to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College ***Dual Credit Enrollment Support Services Manual***. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link: <http://studentservices.southtexascollege.edu/outreach/>.

All students must meet dual credit admissions and eligibility requirements as outlined by the Texas Higher Education Coordinating Board laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, and as stated in the College's ***Board Policy #3200, Student Admissions***. School District partners will work with the College to ensure all dual credit applicants are enrolled in a timely manner to ensure student success and will comply with the College Admission and Registration

Timeline. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link:
<http://studentservices.southtexascollege.edu/outreach/>

High school students are eligible to participate in the Dual Credit Program upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the Texas Higher Education Coordinating Board and the South Texas College Dual Credit Course Pre-Requisites, as published in the College *Dual Credit Enrollment Support Services Manual* for College and School District personnel.

Dual Credit students may not enroll in college-level courses until the Spring semester of their 9th grade, and then limited to no more than two (2) courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per semester, and 11th and 12th grade students shall not exceed 16 credit hours per semester; as stated in the College's ***Board Policy #3232, Dual Credit Student Eligibility Requirement***.

b) *Composition of Class*

The School District may not enroll both Dual Credit and Non-Dual Credit students in the same section unless one or more of the applicable exceptions for a mixed class comply with the conditions outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85 listed as below:

Mixed Class Exceptions

- 1) If the course involved is required for completion under the State Board of Education High School Program graduation requirements, and the high school involved is otherwise unable to offer such a course.
- 2) If the high school credit-only students are College Board Advanced Placement students.
- 3) If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credits.

If the School District enrolls Non-Dual Credit high school students in a Dual Credit course, the School District must submit a Course Exception Report Memorandum to the College by Census Day. The report will include the name of the students, students ID numbers (A#), the applicable exception and justification. The School District will send a notification to students that they have been enrolled in the class for high school credit only and will not receive college credit.

c) *Advising*

The College and the School District shall offer comprehensive college advising services for dual credit students consisting of a General Advising Module, group enrollment advising using Degree Works, face-to-face advising and a College Advising Training Program for High School District Counselors. New dual credit students are required to complete a General Advising Module for eligibility into the Dual Credit Program

effective Spring 2017. The Module must be completed prior to registration. The responsibilities of the College and School District are delineated below.

College Dual Credit staff will provide the following services:

- Disseminate General Advising Module information and instructions for completion to School District Counselors;
- Provide an orientation and group enrollment advising session using Degree Works for new dual credit students;
- Meet with students for face-to-face advising; and
- Serve as the designated college support services staff for advising dual credit students.

School District Counselors will provide the following services:

- Verify that students have completed the General Advising Module prior to registration;
- Provide a computer lab and schedule the group enrollment advising sessions using Degree Works for all new dual credit students;
- Schedule students cleared for enrollment into appropriate coursework in compliance with the College Dual Credit Course Pre-Requisites;
- Complete the *South Texas College Advising Certification Training*; and
- Meet with students for face-to-face advising.

Detailed information is published in the College *Dual Credit Enrollment Support Services Manual*.

d) Counseling & Student Accommodations

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

The School Districts will provide classroom accommodations for dual credit students. If the class is taught by a College Faculty at the high school, the College Counselor will coordinate class accommodations with the high school Special Education Counselor. All procedures and guidelines are outlined in the College *Dual Credit Enrollment Support Services Manual*. An electronic copy of this document may be accessed on the Dual2Degree Department webpage at the following link:
<http://studentservices.southtexascollege.edu/outreach/>.

e) Student Complaints

Student Grievances or Complaints procedures for handling student complaints, regarding the college course, are applicable to all students including those enrolled in dual credit courses. Dual credit students with complaints shall follow the procedures as stated in the College's *Board Policy #3313, Student Grievances & Complaints* as published in the College Student Handbook.

f) Transcription of Credit

The College and the School District will transcript dual credit courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

5) FINANCE SUPPORT SERVICES

a) Faculty Stipend

School District instructors approved by the College to be Dual Credit Faculty (DCF) and approved to teach college level courses will be paid a stipend by the College per class, per semester, as outlined in the College *Dual Credit Programs Instructional and Quality Standards Manual*.

b) Tuition & Fees

Definition:

- **Sponsored School Districts** have entered into a partnership with South Texas College through a Memorandum of Understanding for students enrolled in Dual Credit courses.
- **Independent Student** is a high school student, excluding Early College High Schools and Academies Program, who independently enrolls in college credit courses (non S section) at any South Texas College campus or facility.

Dual Credit Student tuition and fees will be charged as approved by the College Board of Trustees to the School District or to the student. A School District sponsoring students under a Memorandum of Understanding and Dual Credit students, excluding Early College High Schools and Academies Program, taking courses independently will be charged tuition and fees as outlined in *Exhibit A: Board Approved Tuition & Fees for Dual Credit Student Sponsored by Partnering School Districts for FY 2016 – 2017*.

School Districts with faculty approved by the College and offering the courses at their campuses will be exempt from paying tuition and differential tuition and fees, with the exception of any Nursing & Allied Health course-specific fees student liability insurance costs, dual credit late processing fee per course, attempting a course three or more times per credit hour fee, electronic distance learning per credit hour fee and hybrid course per credit hour fee, as applicable.

c) Invoicing

The College will invoice the School District that sponsors the student for the applicable charges, in accordance with the *Board Approved Tuition & Fees for Dual Credit Student Sponsored by Partnering School Districts for FY 2016 – 2017* as approved by the College Board of Trustees (Exhibit A).

d) Faculty Charges

When the College provides the faculty, including via interactive distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). This agreement is outlined in the *Dual Credit Programs Instructional and Quality Standards Manual*. An electronic copy of this document may be

accessed on the High School Programs and Services Department webpage at the following link: http://academicaffairs.southtexascollege.edu/highschool/pdf/Dual_Enrollment_Manual.pdf

6) DATA SHARING AGREEMENT

The School District and the College shall create a Data Sharing Agreement that is signed and executed by both parties before any data exchange can occur. The Data Sharing Agreement will outline the privacy and security requirements for partner School Districts. The document will also define the process by which the School District may request, receive, and utilize data shared by South Texas College.

7) HUMAN RESOURCES DEPARTMENT & DATA PRIVACY & SHARING AGREEMENT

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Program meet the credential requirements as stated in the College's ***Board Policy #4151, Academic and Professional Credentials for Faculty*** and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

- a) Any non-academic complaints or concerns against Dual Credit Faculty teaching a College course are required to be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations Officers for investigation.
- b) The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. §1681 et seq.) regulations as stated in the College's ***Board Policy #4216, Discrimination, Harassment, Retaliation, and Sexual Misconduct*** and the School District Title IX policy in resolving complaints. An electronic copy of the College's policy may be accessed on following link:
<http://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>
 - A list of all Title IX Coordinators is located at the following link:
<http://www.southtexascollege.edu/about/notices/title-ix.html>
- c) The College and the School District will work collaboratively and timely share any and all information necessary in the event of an investigation of a personnel matter.

8) MEMORANDUM OF UNDERSTANDING (MOU)

This MOU may be amended by mutual written agreement of both parties.

The College and School District reserve the right to terminate this MOU upon receipt of written notice to the other party ninety (90) days prior to the termination of this Agreement.

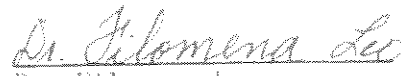
9) NOTIFICATION OF NON-COMPLIANCE AND TERMINATION of AGREEMENT

A Notice of Non-Compliance (Notice) with any requirements as set out in this Agreement may be initiated by any party to this agreement. The Notice shall be in writing, addressed to the party's designee and shall state in particular the alleged non-compliance. The Notice shall include written statements of any person with knowledge of the alleged non-compliance. If the Notice involves any alleged violation of a statute or regulation, a copy of the Notice shall be provided to the President of the Board of Trustees of the College and the President of the Board of Trustees of the School District.

The Notice shall include specific remedial measures required of the party to comply with the agreement. Continuous failure to address noncompliance addressing the recommended remedial measures shall be documented and transmitted to the offending party, and may result in termination of this agreement.

EXECUTED IN TWO (2) Original counterparts on this 26th day of Sept 20 16.


Shirley A. Reed, M.B.A., Ed.D.
President
South Texas College


Dr. Filomena Leo
Interim Superintendent
Weslaco I.S.D.